



Physical Education and Activity Policy

Date agreed by Governors	Summer 2022
Reviewed	Spring 2024
Next Review	Autumn 2026

Linked Documents

National Curriculum in England: physical education programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

OFSTED: Research Review Series: PE

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

Intent

At Godwin Junior School, we passionately believe that inclusive PE has a vital role in promoting positive long-term attitudes towards active, healthy lifestyles. By enabling all pupils to enjoy a wide range of high-quality sporting provision we equip them to make informed choices about physical activity throughout their lives, which in turn supports their mental wellbeing. In doing so we ensure that we uphold Articles 24 and 31 of the UNCRC.

Within our PE curriculum we are committed to nurturing the transferable life skill and Learning Power of Collaboration and embedding the British Value of Mutual Respect. Participating in competitive sport provides the opportunity for children to develop a sense of fairness, as well as to recognise and appreciate the contribution made by others.

We aspire to foster, in our children, a positive mind-set and belief that anything can be achieved with determination and the Learning Power of Perseverance. Through the development of physical confidence and problem-solving, we aim to inspire resilient learners and build our children's self-esteem. Taking part in a wide range of engaging and challenging activities empowers children to discover and develop their talents so that they are able to succeed and excel in PE.

IMPLEMENTATION:

In order for the intent to be achieved, we implement the following whole school approach for delivering the PE Curriculum:

- At Godwin Junior School, we use PE HUB planning and resources, adapting them to ensure progression across the years. This curriculum is designed to provide sequential and developmental learning experiences for our children. We build upon their past experiences and incorporate new ones to ensure continuous progress.

This approach helps to cultivate a lifelong passion for being active and healthy.

- Our sports and activities are carefully selected to connect with previous and upcoming lessons, keeping our pupils engaged and active while developing their skills and instilling core sports values. (UNCRC Article 3 - Child's best interest)

- Lessons are enjoyable and inclusive hence children look forward to them. Using the STEP (Space, Task, Equipment, People/Group) strategy within lessons for differentiation, children of all abilities learn and develop their skills within lessons.

- PE lessons are timetabled to be delivered twice weekly, covering two different units – an outdoor and indoor sport- each half term, delivered to a high standard.

- In our lessons, we encourage children to use the Learning Powers of Collaboration, Perseverance, Evaluation, Considering Choices and Embracing Mistakes which are life skills which will prepare them to be good global citizens.

- At playtimes, Playground Leaders organise a variety of activities to engage and include all children. Coaches, during lunchtime, set up activities for children. This contributes to the children being active in school contributing to our commitment of UNCRC Articles 24 (every child has the right to the best possible health) and Article 31 (every child has a right to leisure and play).
- We offer a range of inclusive and enjoyable after-school sports clubs to increase children's physical activity further.
- All children, within a term, take part in the end-of-unit competition to demonstrate the skills they have been taught. Through this, they develop and exhibit their sportsmanship, teamwork, collaboration, and perseverance skills. Achievement is celebrated by awarding certificates to winning classes and individuals who exhibited the aforementioned skills.
- We provide opportunities for out-of-school competitions through our partnership with Newham Schools Sports Partnership and NNLP for children in all the year groups - UNCRC Article 31.

IMPACT:

At Godwin Junior School, we are committed to our vision of preparing pupils for lifelong success. To achieve this, we create a motivating environment where children actively participate in a variety of engaging and fun sports. We aim to inspire our pupils to apply the skills and knowledge they acquire during PE lessons, empowering them to take responsibility for their own health and fitness. By fostering a love for sport, we strive to instil a lifelong habit of staying active, leading to a happy and healthy life for our pupils.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. The effective management of safety at Godwin Junior School includes:

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g., physical disability, asthma.
- Staff understand and know about the safe practices involved in moving and using apparatus
- Organisation of routines before, during and between lessons to include:
 - a. The use of appropriate kit including the correct footwear. A child who is not appropriately dressed cannot participate safely in PE, therefore, spare PE kit is available for children who forget theirs. If a child forgets their kit more than once, a letter will be sent to inform their Parents/Carers by the class teacher.

- b. All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, pupils should be barefoot only.
- c. Jewellery is not usually permitted in school. However, items that might carry a risk to the pupil, including earrings and watches, should be removed by the pupil and stored safely before each lesson. If the removal of jewellery is not appropriate, out of respect for religious reasons, then the jewellery should be covered/taped.
- d. All long hair should be tied back.
- e. All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Children should be given health and safety guidance through the lesson
- f. Equipment and apparatus should be stored safely at the end of each lesson.
- g. Pupils should be taught to always consider their own safety and that of others.

Staff teaching PE should wear appropriate attire and consider their own and their pupils' safety regarding their footwear and jewellery when involved in the teaching of any sporting activity.

A Risk Assessment of the school premises, including areas where PE is taught and PE apparatus is undertaken at least annually. Risk Assessments are done before any school sporting educational visits.

Equal opportunities and inclusion

In the teaching and learning of PE, every child has the right to equal opportunities regardless of their gender, ethnicity, or physical/academic ability.

We:

- deliver a curriculum free from stereotyped ideas
- provide a learning environment in which all children feel respected and valued
- ensure equal access to equipment and provide adaptations where appropriate
- have equally high expectations of all children, regardless of their gender, ethnicity, academic or physical ability.
- use STEP (Space Task Equipment People) approach to adopt, differentiate and extend PE and sports lessons.

Physical Education (PE) curriculum

All children are taught by their class teachers who embed the 3H model in their delivery of lessons – Head, Heart, Hand. This model suggests that effective teaching and learning activities should engage all three components: **Head**, which focuses on imparting knowledge; **Heart**, which fosters values and a sense of appreciation; and **Hands**, which encourages active participation. All classes have at least two, one-hour lessons of PE (indoor and outdoor) each week during curriculum time.

The curriculum at Godwin Junior School covers the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. Our PE curriculum

ensures progression within and across year groups. Pupils develop physical skills, knowledge and understanding as well as learn about fitness, co-operation and fair play.

Activities taught at Godwin Junior School

- Tag Rugby
- Dance
- Gymnastics
- Cricket
- Basketball
- Tennis
- Hockey
- Outdoor and Adventurous Activities
- Badminton
- Athletics
- Rounders
- Swimming (off-site)

School Competitions:

In addition to inter-schools competitions against other local schools, there are inter-class competitions at the end of each unit. Sports Day is organised in the summer term in place of end of unit competitions. At the end of the school year, all children should have participated in at least two competitions, either within or out of school.

Assessment

Teachers assess children's abilities in PE during each unit taught using the 3H model – **Head** (Knowledge and skills) **Heart** (values and emotions) **Hands** (Participation and contribution). These assessments are used to evaluate individual needs and to help with future planning and training. Assessment by the teacher will involve observation and discussion.

Monitoring of Physical Education

The PE Subject Leader is responsible for the overall monitoring of the quality of PE and physical activity provision. The Subject Leader is answerable to the Head Teacher who takes ultimate responsibility for standards across the school.

Staff and pupils' questionnaires and interviews are used to assess confidence and engagement of pupils and staff and their opinions about the subject.

Teaching and Learning in Physical Education is monitored and evaluated through:

- Learning walks
- Pupils' Assessment data
- Feedback from staff
- Pupil voice – questionnaires
- Pupils interview

- Pupil attendance and achievement in sporting competitions
- Attendance at after-school sports clubs

Clothing to be worn on PE days

We ask that all pupils to come to school in their PE kits on their PE days.

Appropriate attire for PE is:

- Royal blue polo shirt.
- Black jogging bottoms
- Trainers or PE pumps.

Boots/shoes are not permitted to be worn during PE.

Children without Kit

At the beginning of each year, parents/carers will be informed which day their child has PE and the need for children to wear PE kit on these days.

If a child forgets their kit more than once, a letter will be sent to Parents/Carers by the class teacher.

A child who is not appropriately dressed cannot participate safely in PE. Spare PE kit is available for children who forget their PE kit.

Pupils who are unable to participate in a PE lesson for a medical reason are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing. Some children complete a non-participation form which shows what they have learned whilst not actively taking part in the lesson.

Physical activity outside of the curriculum

In addition to PE, there are a range of opportunities for physical activity throughout the school day.

Active playtimes

Zoned areas in the playground promote different types of physical activity and relevant equipment is provided to engage pupils. Qualified coaches lead lunchtime play activities using our outdoor facilities.

Pupil Play Leaders organise activities and encourage other children to take part during playtimes.

Sports Day

An annual multi-sport Sports Day event is organised at the end of the summer term. Parents and carers are actively encouraged to attend and support their children. A wide range of

sporting activities are provided on the day to promote participation and success for all children.

Extra-curricular activities and clubs outside school hours

A range of after-school clubs, provided by external providers, are available to pupils. These clubs complement the curriculum, taking into account the interests of pupils and the local sporting opportunities. These are free for children in receipt of Pupil Premium funding.

Involving parents/carers

At Godwin, we recognise the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/carers by means of the school newsletter and specific letters.

Appendix 1: PE Curriculum Map



Godwin Junior School - PE Curriculum Map



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics 1	Gymnastics 2	Dance 1	Dance 2	Badminton	Handball
Outdoor	Tennis	Cricket	Hockey	Netball	OAA (Outdoor Adventure Activities)	Athletics

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics 1	Gymnastics 2	Dance 1	Dance 2	Badminton	Handball
Outdoor	Tennis	Cricket	Hockey	Netball	OAA	Athletics

Year 4 - Swimming will replace indoor unit

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics 1	Gymnastics 2	Dance 1	Dance 2	Badminton	Handball
Outdoor	Hockey	Tag rugby	Cricket	Netball	Athletics	OAA

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics 1	Gymnastics 2	Dance 1	Dance 2	Badminton	Handball
Outdoor	Hockey	Tag rugby	Rounders	Netball	Athletics	OAA

Appendix 2



NON-PARTICIPANTS IN PE - OBSERVATION SHEET

Name: _____ **Class:** _____ **Date:** _____

During the PE lesson, answer the following questions by observing the activities that occur. You will need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:

2. Where did PE take place today? _____ (indoors/outdoors).

3. Write down the warm-up activity/activities done during the beginning of the lesson.

4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).

5. Does the activity seem easy to learn/play? Why?

Explain in your own words why or why not?

6 . Pick one person to watch throughout the lesson. Do not identify them by name. Describe some of the things they are doing best.

7. What do you think they need to improve most? How might they achieve this?

8. In a short paragraph, write about what you learnt about today's activities. Write about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.

9. What are some things you can do next time so that you can participate in PE?